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ABSTRACT

This booklet contains brief descriptions of all the teacher education programs submitted in competition for the Distinguished Achievement Award (DAA) of the American Association of Colleges for Teacher Education. The 1971 DAA was awarded to Weber State College in Ogden, Utah, for its "Individualized, Performance Based Teacher Education Program." Of the 71 other programs submitted, four programs received special mention, and five were awarded a certificate of recognition. In addition, a Special International Award, inaugurated in 1971, was given to Wayne State College, Wayne, Nebraska, for its student and teacher exchange program with Scandinavian countries. Descriptions of 15 other programs submitted for the Special International Award are also included. Most of these programs involve exchanges with foreign countries or special comparative education courses. (RT)

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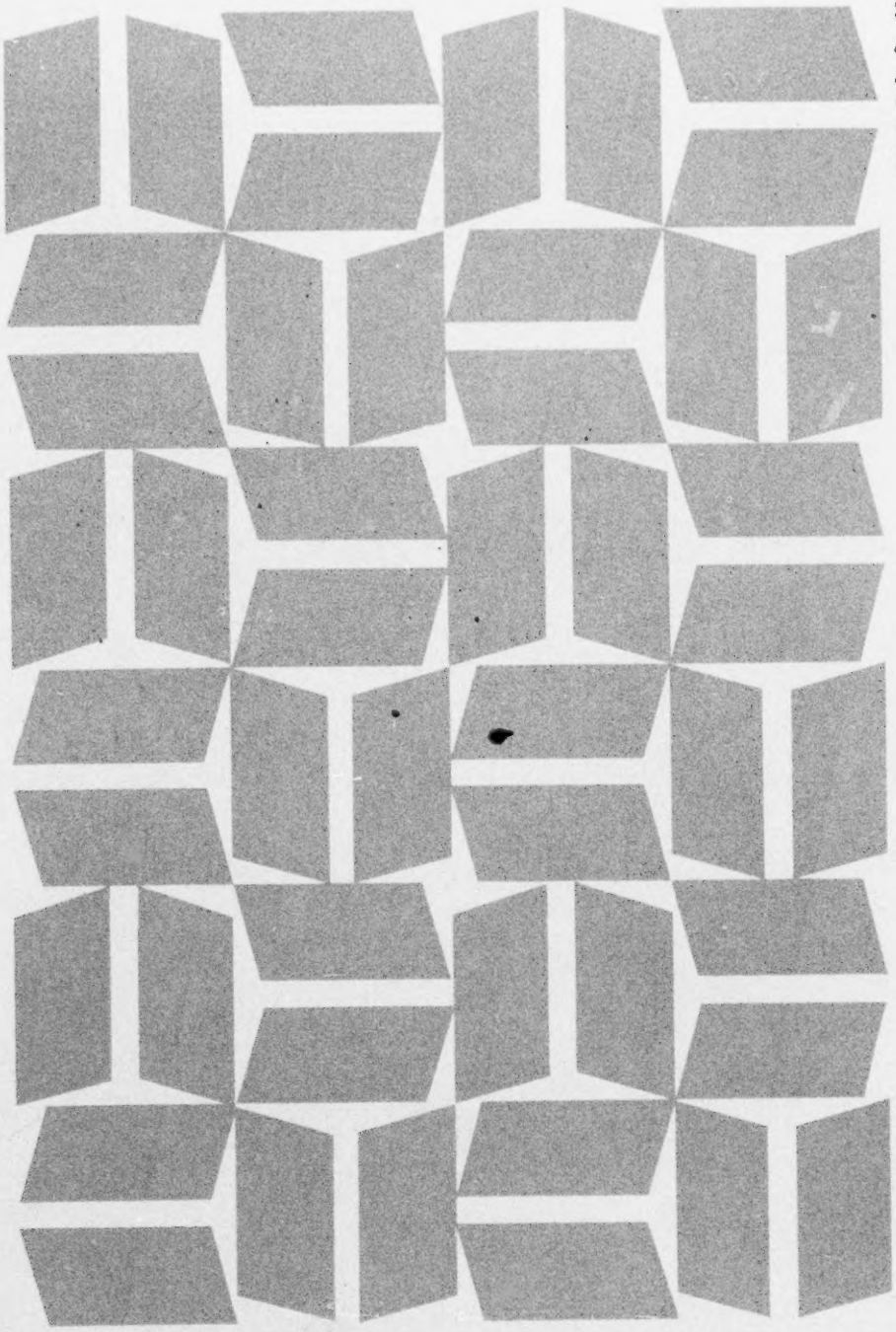
Excellence In Teacher Education

1971

Distinguished Achievement Awards Program



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Encouragement of Excellence

Change, innovation, achievement—those actions which can lead to better teacher education—begin in the college or university. A faculty will gather to design a needed program for inner city teaching; a teacher educator comes up with a program for more individualized student work based on performance standards; or an idea is implemented for a cooperative project between a college and its neighboring school district so that students who think they want to teach can test out their commitment early in the sophomore year. The project, in turn, makes an impact upon the total educational program within the institution. Often it serves as a pilot project leading to a larger change within the education curriculum.

The main purpose of the American Association of Colleges for Teacher Education has always been the encouragement of excellence for its member institutions. Much of AACTE's activities have been devoted to encouraging improvements in teacher education programs which, in turn, benefit the profession. Too often, however, the teacher education profession or even the general public does not hear about such achievements.

AACTE's Distinguished Achievement Awards (DAA) for Excellence in Teacher Education, begun in 1965, were designed to encourage member colleges and universities to describe their successful programs and, hopefully, to stimulate other institutions toward excellence. This booklet summarizes the programs of the 1971 Distinguished Achievement Awards recipients and of those the judges have designated as worthy of special recognition. Also, in order that the diverse programs be noted, brief descriptions of each DAA entry are given.

In addition to the DAA Awards, a special category of recognition in international education has been created for this year. Mindful that 1970 was declared International Education Year by the United States Congress and that numerous activities have grown out of the action, AACTE has added an award for the outstanding program in international education. Entries in this special category are also noted.

The Association hopes that the wide range of programs cited in this booklet will lead to further improvements in teacher education and that the sense of achievement reflected by these programs will serve to remind the American public—during a time of heavy criticisms heaped upon education—that quality of preparation is being provided in the training of teachers.

Each participating college and university and its faculty, staff, and students are commended by the American Association of Colleges for Teacher Education in making these Distinguished Achievement Awards possible.

Panel
of
Judges

The panel of judges for the 1971 Distinguished Achievement Awards include (front row, left to right) William J. Martin, chief, Fellowships and Overseas Projects, Division of Foreign Studies, U.S. Office of Education; F. Clark Elkins, vice-president in charge of instruction, Arkansas State University and chairman of the AACTE Committee on Public Relations and Publications; and Helen Berwald, professor of education, Carleton College, Northfield, Minnesota. Back row, left to right, are Gerald Torkelson, professor of education, College of Education, University of Washington and member of the AACTE Board of Directors; Matthew J. Whitehead, dean, District of Columbia Teachers College; and Ernest J. Milner, director, Urban Teacher Preparation Program, Syracuse University.

The Distinguished Achievement Award

Weber State College
Ogden, Utah

President
William P. Miller
Dean, School of Education
Caseel D. Burke

The Distinguished Achievement Award for Excellence in Teacher Education for 1971 is presented to Weber State College for its implementation and development of an *Individualized, Performance-Based Teacher Education Program* (IPT).

In 1967, the faculty at Weber State began shaping a new program which offered concrete guidance to the student in achieving stated goals and objectives, but carefully allowed the student to proceed at his own pace. The teacher educators had done some hard thinking about the increasing complexity of the task facing elementary and secondary schools in providing good teaching within a society that was undergoing accelerated change. They also looked at some of the problems which continually plague teacher education: recruiting the most capable students into the profession, eliminating extraneous clutter of requirements, encouraging personal commitment, shifting responsibility and initiative to the student, treating individual student needs and abilities, using a variety of teaching models, developing skills in human relations, and applying technological developments to teaching needs.

The result was an individualized program which depended upon some explict material inside packets of kits and which was structured upon the idea that the student will find guidance from these materials and, at the same time, have the flexibility to proceed individually on the work. These self-instructional units, arranged in course credit blocks called "WILKITS" (Weber Individualized Learning Kits), state particular behavioral objectives and then provide a variety of learning experiences for achieving these objectives.

Evaluation and completion are based on clearly defined performance standards. A "pass" grade is given for successful completion of a credit block. The student begins the program in his sophomore year with a set of exploratory activities designed to develop an interest in, and a commitment to, teaching. As a junior or senior, he does some teaching in one of the public schools. After the teaching practicum, the student has a time of reappraisal during which he can correct areas of weakness noted in his training so far, he can pursue special interests, or he can assist others in earlier phases of the program.

Approximately 700 students out of the total student body of 7,500 are involved in the program.

For
Distinguished
Achievement

Northeastern State College
Tahlequah, Oklahoma

President
Robert E. Collier

Recognition is given to Northeastern State College for its *Cherokee Bilingual Education Program* which assists the area's public schools in providing an approach for teaching the Cherokee-speaking elementary school students who come into the public schools unfamiliar with the English language. The Cherokee Indians of northeastern Oklahoma are a significant portion of the undereducated and low-income families in the state. Long a proud tribe, the elder Cherokees have retained their native tongue as the language of the home. Under the program, children who come from homes where English is not the dominant language can receive instruction at the start of their formal education in both English and Cherokee until the former language is sufficiently understood. The plight of the non-English speaking child placed in the American classroom is well known to educators. Traditionally these children have been poor achievers and dropouts. Since materials designed for bilingual instruction in English and Cherokee are nonexistent, the program staff had to forge new materials. They developed primary stories and music activities in the Cherokee tongue, introduced reading programs of special instruction for bilingual use, worked out instructional materials for the implementation of two college credit Cherokee language courses, formulated lesson plans and learning activities for the Cherokee-speaking student, and enrolled teachers and aides in college level Cherokee language classes. Most important to the program's success has been the willingness of the staff to undergo language courses and workshop sessions in order to understand the bilingual problems encountered in the classrooms.

Salem State College
Salem, Massachusetts

President
Frank L. Keegan

For
Distinguished
Achievement

Recognition is given to Salem State College for its *Peabody Early Childhood Education Project* (PERCEPT), which prepares women with degrees in fields other than education to teach children three years through eight. Funded under the Education Professions Development Act, PERCEPT was designed to attract women into early childhood education who, for the most part, were mothers themselves with a vested interest in education and teaching. Most were over 30 years. The need by the state of Massachusetts for professionally trained teachers in early childhood education became acute when a legal mandate was passed, calling for public kindergartens by 1973. Not only did PERCEPT attract novice teachers who might not otherwise have come into early childhood education, but the project emphasizes the "open education" concept for the youngsters in the schoolroom who came from a variety of subcultures and differed in language, race, and socio-economic background. Close ties are maintained by the project participants with the parents through continual videotapes of activities. Alternating two five-week training periods, the novice teachers first work with children three-to-five years of age and then with five-to-eight-year-olds. For the early childhood majors, PRECEPT gives practical information and opportunities to observe "open education" in action; for the disadvantaged children who speak Greek, Spanish, or Portuguese upon entrance into the program, most of them leave, ten months later, speaking fluent English.

For
Distinguished
Achievement

State University College
of Arts and Science at Plattsburgh
Plattsburgh, New York

President
George W. Angell

Recognition is given to the State University College of Arts and Science at Plattsburgh for its *Teacher Preparation Through School-Community Living Project* which tries to provide the student with professional experiences placed early in the curriculum and reaching beyond the classroom. Using the setting of a nearby village, Ausable Forks, which is located in an impoverished area, the project puts students and a professor into the community, both as residents and as teachers. Half of the time is spent in the public school and in the pupils' homes and the remainder is spent in individual study and in seminars. Rather than relying on second-hand acquisition of the concepts and principles needed for teaching, the students—college sophomores—learn through analyses of the real-life experiences they are encountering in the village school. A large number of the schoolchildren are disadvantaged and in need of special help. Three ideas underline the *Community Living Project:* that teacher preparation must include real-life experiences; that community study must be part of a teacher's preparation; and that opportunities must be provided for preservice teachers to work with disadvantaged youngsters. The teaching and administrative staffs in the school district have cooperated with the college in carrying out the project. The Ausable Forks Board of Education is now working on a new program for an open-space school which will need the kind of informed and flexible teachers emerging from this experiment in teacher-community involvement.

Wisconsin State University
River Falls, Wisconsin

President
George R. Field

For
Distinguished
Achievement

Recognition is given to Wisconsin State University at River Falls for its *River Falls Model Program for the Preparation of Elementary Teachers* which emphasizes active student involvement in prestudent teaching experiences. The 50 participating junior elementary education majors are pursuing teaching competencies through an individualized, task oriented approach. At the beginning of each quarter, instructional packets are distributed which include activities designed for large and small group instruction, professor-student conferences, individual and small group projects, and miniteaching experiences. The student progresses in these tasks at his own pace. He observes and works with children, utilizes a variety of audiovisual materials on individual and small group bases, visits schools, and studies the teaching process in a variety of ways. Viewed as an alternative to the traditional elementary education program at River Falls rather than as a potential replacement, the model program offers an individual, activity centered approach. Students in the program take no courses outside of education during the two quarters. The first quarter covers educational foundation; the second quarter deals with methods. The program has demonstrated that it is possible for a small university with limited resources to draw upon emerging ideas in teacher education and apply them to a specific situation.

Chadron State College
Chadron, Nebraska

President
Edwin C. Nelson

Certificate of
Recognition

In the 11-county region of the Panhandle of Nebraska, a project was developed to improve the education of children in western Nebraska. *The Panhandle Educational Resources Center* (PERC) represents a cooperative approach to media services and teacher training in educational media. These services are available through PERC to all schools in the Panhandle: daily distribution of educational materials such as films, filmstrips, tapes, media kits; regular scheduling of these materials; production of educational displays such as bulletin board layouts, posters, transparencies, slides, tapes; repair of audiovisual equipment; preservice and in-service training courses, and special education courses. Through the overall coordination of the PERC Center, human and financial resources as well as materials and equipment may be utilized to provide more sophisticated and current educational innovations and practices to about 200 agencies, 1,900 teachers, and 30,000 students in the Panhandle area, covering approximately 14,000 square miles.

Certificate of Recognition

College of Steubenville
Steubenville, Ohio

President
Very Rev. Kevin R. Keelan

Believing that the education of teachers should not be status quo, stereotyped or dull, the College of Steubenville has instituted a series of innovations and program changes in its teacher education program. The program, *Internal Development and Extra-Mural Projection,* emphasizes the cultivating of interests in students from varying socio-economic backgrounds. This interest, in turn, promotes the desire and dedication to educate and train all the children of all the people in a multicultural society. Under the program, students become involved in training long before the teacher-in-training field experience; they have the chance to develop perspectives and insights while working with multicultural settings. The gap between campus theory and the real world is considerably lessened. A major program feature is the tutorial aide program which finds and prescribes individual needs for improving the learning skills of primary children. Stressing on-the-job training for the education major, the tutorial program offers the prospective teacher a direct and early involvement as an apprentice teacher.

Idaho State University
Pocatello, Idaho

President
William E. Davis

Certificate of
Recognition

In response to the need for preparing teachers for the rural world, the *Teachers for the Rural World Program* at Idaho State University was developed. A cooperative arrangement between the School of Education and a consortium of over half the school districts in the state, the program focuses upon quality instruction for individuals who are employed and would remain in rural Idaho schools as fully certified teachers. It is generally acknowledged by educators within the state that each district had a number of longtime residents who were outstanding teaching prospects, but who were unable to meet standards for state certification. If these people were given assistance in meeting teacher certification standards, they would probably remain in their districts and provide continuity to school staffs. In many of the rural school districts of Idaho, as many as 40 percent of all elementary teachers hold substandard or provisional teaching certificates. To avoid the facile pattern of putting trainees in college classrooms for one semester, followed by student teaching, the program combines the public school setting and teaching experience with professional coursework. Individual curriculum planning is based upon the trainee's needs for teaching in the rural world.

Certificate of Recognition

Montclair State College
Upper Montclair, New Jersey

President
Thomas H. Richardson

With nearly 70,000 Spanish-speaking children in the New Jersey public schools, two-thirds of them Puerto Rican, a group of educators and community representatives became the nucleus of the state's Spanish-Speaking Advisory Committee on Education. They set up the *Spanish-Speaking Teacher Corps* in order to retrain and certify those underemployed Spanish-speaking professionals who understand the needs of Spanish-speaking children. The project uses bilingual instructors with ghetto school experience who teach both in community schools and neighborhood centers and in the college. The project's success has encouraged several New Jersey cities to institute or expand bilingual education in their schools. Project participants have been hired in school districts through the state. In addition, spillover from the project has generated an undergraduate bilingual program for 56 students on campus.

State University College at Buffalo
Buffalo, New York

President
Elbert K. Fretwell Jr.

Certificate of Recognition

With the dual purposes in mind of helping the public schools with increased personnel in a differentiated staffing pattern and of helping to prepare teachers for service in urban schools, *the SUCB-Lackawanna Urban Undergraduate Teacher Program* was started cooperatively by the college and the Lackawanna public schools. Woven into the program was a carefully planned practicum combined with professional courses taught on-site, with competency-based criteria used throughout both phases. Of particular interest were: on-site preparation of teachers for the urban setting, assessment of teaching competency through specific criteria, differentiated teaching staff for individualized instruction, in-service training for administrators and teachers, and concentration of personnel in selected core area classrooms to handle language difficulties. Students selected for the program are largely transfers from junior colleges throughout the state. During the first semester, they spend four mornings per week in the schoolroom as student aides under the supervision of lead teachers. During the second semester, they function as assistant teachers; by the third semester they serve as full-time associate teachers and as part of the classroom instructional team.

The following pages include summaries of programs entered by AACTE member institutions in the 1971 Distinguished Achievement Awards program. They are offered in the hope that they will promote further dialogue between teacher education institutions for the purpose of improving the preparation of teachers.

Adams State College
Alamosa, Colorado

President
John A. Marvel

Featuring a realistic blend of methods instruction and practical experience, the cooperative program between Adams State College and the Los Alamos public schools incorporates new developments such as team teaching, ungradedness, individualized instruction, and media center. The program, running for two quarters, consists of activities and contents from seven basic courses and several auxiliary ones which are structured and interrelated. Student teaching assignments are made to schools in which team teaching and ungradedness are generally used. Each school also has a media center. Central to the program is the objective of producing knowledgeable and competent beginning teachers who are able to function well in decision making and human relations. As part of this cooperative program, the Adams State College Teacher Education Center at Los Alamosa was established to provide students with information and materials in elementary education. Instruction is given by a team of public school teachers who were selected for their general competency and experience and their knowledge in specific subject areas.

Appalachian State
University
Boone, North Carolina

President
Herbert W. Wey

Looking to the needs of over 1,000 open door two-year colleges, Appalachian State's experimental *Institute on the Learning Resource Center of the Two-Year College* was structured for those who must deal with management and problems of learning materials used in technical, vocational, and community college coursework. The institute focused upon team conceptualizations, individualizing and self-pacing instruction, and awareness of learning disabilities. Several assumptions underlined the program. First, library education programs for two-year colleges should be distinguished from those for the university, school, or public library. Second, the full range of learning resources or media of communications and information processing would be needed. Third, the participants should be prepared for roles of educational leadership. Under the program, 20 graduate students qualified for their M.A.'s and 27 other students learned innovative and relevant trends in five-week summer minicourses.

Asbury College,
Wilmore, Kentucky

President
Dennis F. Kinlaw

In the belief that education majors should be introduced early to practice teaching if they are to become committed, a *Pre-Student Teaching Pilot Program* was put into operation at Asbury College. Under the program, sophomores who feel that they want to become teachers spend five mornings a week in an elementary or secondary school for one quarter. In the course of two-week assignments to individual teachers and administrators, the student performs a variety of tasks—tutoring, teaching, and assisting in specific situations. Continual evaluation takes place in bimonthly seminars. The program does one of two things for the participant: either he is committed and eager to get on with his education or he has found that he does not want to teach. If a student finishes the pilot program with the first thought in mind, subsequent coursework should be especially meaningful. If the outcome is negative, the student has time to consider another major.

Ball State University
Muncie, Indiana

President
J. J. Pruis

Ball State University's *Teachers of the Disadvantaged Program* (TOD) encourages elementary education majors to specialize in disadvantaged or integrated teaching assignments. Through carefully selected university courses and firsthand experience in urban settings, the participants acquire some understanding of the needs of disadvantaged children and a set of skills to reach them. Aside from the general courses for elementary teacher preparation, TOD offers special techniques, approaches, and materials for educating the disadvantaged. Students begin the program in their freshman year with specialized coursework and experiences. By their junior year, they are involved in inner city teaching. New courses were developed for the program: "Economics of the Ghetto" and "The Literature of Black Experience in America." Instructors who have worked with disadvantaged children teach many of the special courses.

Bowling Green State University
Bowling Green, Ohio

President
Hollis A. Moore Jr.

Project Interaction is a cooperative effort between the university and the Toledo school system to improve the quality of educational experience for their respective students by better use of mutual resources. The university education major is given extensive experience in a school system prior to graduation; the public schools receive needed classroom assistance in crowded and financially pressed urban facilities. Participants enroll in the project as a group in special sections of the senior education block courses required of education majors. They spend approximately one-half of each quarter in the public school system, acting as teaching assistants and investigating all sides of the school system from board to student council meetings, from student counseling to teacher hiring and evaluation, and from financial to philosophical considerations. On campus, they attend classes emphasizing team teaching and flexible grouping practices.

Chicago Consortium of Colleges and Universities

Executive Director
John M. Beck

Seeking more exposure for prospective teachers to actual classroom situations in the inner city, the Consortium has implemented a program built upon a closely knit triad: supervisor, cooperating teacher, and student teacher. A full-time college supervisor, rather than a visiting school inspector, functions as consultant. Seminar meetings held in the school bring out individual classroom experiences. Members of the Chicago Consortium are: Chicago State College, Concordia Teachers College, DePaul University, Loyola University of Chicago, Northeastern Illinois State College, and Roosevelt University. Teaching center for the consortium is Von Humboldt, a Chicago inner city school. Approximately 20 student teachers in the elementary field from the consortium's member institutions spend part of their senior year in the Von Humboldt school. At the end of the experience, student teachers have a good idea of their strengths and weaknesses in relation to their ability to teach effectively and to maintain discipline.

Cleveland State University
Cleveland, Ohio

President
Harold L. Enarson

Developed jointly by Cleveland State and Cuyahoga Community College, the *Instructor-Counselor Program* focuses on competence in tutoring, academic counseling, and other forms of special assistance so that the counselor can work effectively with underachieving college students. Through a multi-experience approach, the master's level program includes formal academic work, internship experiences, special instructional seminars, and minicounseling laboratory activities with small student groups. The program is in line with the national priority of preparing higher education personnel to work with disadvantaged students and also with the conviction held by Cleveland State's College of Education to deal with the most neglected educational needs. Also collaborating on the program are Lorain County Community College and Lakeland Community College. Participants, under the program, can pursue an M.A. full-time or use the graduate courses to develop added skills and competencies for working with high-risk students.

College of Mount
St. Joseph on the Ohio
Mount St. Joseph, Ohio

President
Sister Adele Clifford

Mount St. Joseph's *Project Four* is aimed at improving student teaching experiences by opening wider lines of communication among cooperating school personnel, students, and departmental faculty. Teacher education at the college has taken two other directions: (1) early involvement in classroom experiences through a volunteer one-to-one and small group tutoring program by freshmen and sophomores, supervised by a faculty member and (2) introduction of a mathematics laboratory for research in the teaching and learning of math. Its Fall Conference for Cooperating Teachers explored the purposes and content of the college's teacher education program and its relationship to the total curriculum. *Project Four* represents the fourth step in a larger program which is working toward maximum cooperation among school administrators, teachers, students, and the college.

College of Saint Rose
Albany, New York

President
Alfonse Miele

Recognizing the necessity for public school teachers to have a continuing education and the need for changes in the elementary science curriculum, the College of Saint Rose, together with the School District of Troy, installed the American Association for the Advancement of Science program, Science – A Process Approach (SAPA). The program was funded by a National Science Foundation grant. A three-week summer institute was begun, during which members of the college staff instructed teachers throughout the school district and 30 consultants visited each of the elementary schools during the year. The consultants were from the science and education departments. Presently the six schools in the program are being compared with five schools located in middle and upper-class residential neighborhoods.

Concordia Teachers College
Seward, Nebraska

President
W. Theophil Janzow

Believing that training in the theater arts should be a part of elementary and secondary teacher preparation, Concordia began an experimental program to bring together the activities of the classroom with the disciplines of speech and drama. Four specific areas are highlighted: mime, religious drama, child drama, and Shakespeare. Each project culminates in a production activity. The program focus is on the reasons for the existence of a theater/drama experience, particularly the idea that a theater is dependent upon its community and that a sense of the theater heightens the individual sense. Aside from full courses in theater forms, play direction, creative dramatics, modern drama, and other phases, the student can take a number of independent study courses. Instead of the standard extra-curricular production program, students prefer an emphasis on the independent study project carried out in an ensemble setting.

Culver-Stockton College
Canton, Missouri

President
Fred Helsabeck

In an attempt to take the concept of rapid learning into more subject areas than just reading, the college spearheaded a special program in conjunction with 13 public schools, primarily elementary. The belief tested by the program was that students can learn faster if teachers are permitted to learn faster. Among the goals were: fostering a greater interest in other people, opening up new vistas in the teaching-learning processes; effecting curriculum changes; and opening up opportunities for the prospective teacher to try new teaching techniques. Specifically, the program features the teaching of pupils to read Spanish and French simultaneously and at high speeds (several thousand words per minute) and the teaching of math and spelling at high speeds (several hundred math problems and/or several hundred spelling words per week). Rapid reading skills are being taught to elementary classes. Even pre-kindergarten children have been helped in learning to read.

East Carolina University
Greenville, North Carolina

President
Leo W. Jenkins

East Carolina's School of Education and Developmental Evaluation Clinic have developed an early educational intervention program for handicapped children which can serve as a model for providing services in a rural setting. Under the *Remedial Education Activities Project*, services are provided for the handicapped child and training is given to his teacher. Educational prescriptions are formulated, tested, and implemented for each child; once a suitable educational program has been devised, the child is returned to his community. The project staff follows the child's progress and the local teachers are instructed in carrying out the remedial prescription. The wide variety of practicum experiences provided by the diagnostic classroom is invaluable to the student who is able to observe and participate for longer periods of time. Theoretical and practical considerations are interwoven through the coursework and the practicum experience.

Elizabeth City
State University
Elizabeth City,
North Carolina

President
Marion D. Thorpe

As a combined venture in art education and community service, the *Community Education Enrichment Program* was begun to provide art experiences for children in northeastern North Carolina, where the curricula of the public schools made little provision for art education. Under the program, art education majors at the university gain early experience in working with those they will later teach and in serving the community. A wide variety of art materials and audiovisual media, supplemented by field trips, are used by program participants in working with school children. University students administer all phases of the program. Post-program evaluations have revealed that public school personnel, parents, and other members of the community felt that the project made them more aware of the role of art in education.

Fairmont State College
Fairmont, West Virginia

President
E. K. Feaster

In renovating its curriculum to maximize current technological advances in educational communication, the college's Division of Education has given educational technology, including hardware and software, a central status in the teacher education program. The division has a wealth of diversified supportive services in educational media available through the Learning Resource Center. The center provides: information on the latest educational developments in instructional technology; experience in developing instructional models which use a variety of learning resources; opportunity to work with development of curriculum materials; direct learning experiences which use a wide array of hardware and software; and means for self-evaluation. The strongest point of the total *Learning Resource Center Program* is its diverse offering of media services. Stressed by the center is the new role for a teacher as developer of course materials.

Florida Agricultural
and Mechanical University
Tallahassee, Florida

President
Benjamin L. Perry Jr.

Recognizing that desegregation requires work and study, two Florida universities located within 10 blocks of one another—one black and the other white—conducted a *Cooperative Teacher Education Intergroup Relations Project*. The project sponsor, Florida A and M University, and its neighbor, Florida State University, cooperated in the one-week experiment, which had two parts: a cooperative student teaching project to improve intergroup relations in student teaching and a conference workshop in preparing teachers for multiracial classrooms. Goals of the student teaching project were to develop an understanding of minority cultures and their problems, to respect identities, and to come up with intergroup relations skills. The second part, a conference, dealt with mutual instructional problems, sensitivity to causes of crosscultural and racial conflicts and their effects on learning, knowledge of the black student and the black community, and resources essential to multiracial classrooms. The project made prospective teachers more aware of the educational needs of culturally different and economically disadvantaged children.

Florida Technological University
Orlando, Florida

President
Charles N. Millican

The idea behind the *Florida Technological University Career Teacher Program* is to accent the individual and blend theoretical parts with the practical in preparing teachers for Florida schools. Student teaching begins in the junior year, giving the student early and continuous laboratory experience with schoolchildren. Theoretical concepts are offered in conjunction with student teaching experiences. Teacher education centers, used as off-campus lab schools, provide a realistic setting for field experiences. Continuous cooperation among the university faculty, public school administrators, and teachers and education students offers a full experience for the prospective teacher. Three phases—teaching analysis, developmental, and application—form the core of the program. Phase I deals with the nature of the teaching task, touching upon human interaction, classroom behavior, educational objectives, and self-analysis of videotaped sessions. Phase II is structured on developing specific classroom skills and behaviors, increasing professional knowledge, and expanding teaching field knowledge. Assignments to teacher education centers are made at this point. In Phase III the major part of the student's time is spent in a public school classroom.

Framingham State College
Framingham,
Massachusetts

President
D. Justin McCarthy

Finding its curriculum lock-stepped and fragmented, Framingham State College restructured it. Degree requirements are now based on completion of courses rather than semester hours credit. Most survey courses have been eliminated, prerequisites were reduced, and interdepartmental courses were established, taught by shared-time and team-teaching methods. Students have more freedom in selecting their academic programs and more focus has been put on the student-professor relationship, emphasizing the human values. Framingham, the oldest publicly supported teacher preparation institution in America, also instituted a new education block which includes a sophomore field experience of one-half day a week in a school for a semester, a team-taught junior course combining general and specific methods accompanied by a practicum to test theories, and a quarter of student teaching with an optional quarter of relevant courses or another period of specialized student teaching combined with research.

Georgia State University
Atlanta, Georgia

President
Noah N. Langdale Jr.

Built on the philosophy that cooperation between the university and public schools—the preparation blended with the practical realities—is necessary to a sound teacher education program, Georgia State has evolved a *Multi-Level Preparation of Teachers in Early Childhood Education*. The pre-primary center project involves five kindergarten centers for economically deprived children. The cooperative project features preservice and in-service preparation within a community setting. Participants must cope with mixing theory with the realities of the classroom. Program objectives are: providing quality pre-primary school experiences for disadvantaged children, offering "flashpoint" experiences for multilevel teacher trainees, mixing university coursework with the public school setting, and developing model procedures for university-public school cooperation. Integral to the project are the five public school pre-primary centers, formerly used for regular schools.

Georgian Court College
Lakewood, New Jersey

President
Sister M. Stephanie Sloyan

Trying to train teachers whose outlooks and skills will keep the classroom from being "grim, joyless places," Georgian Court has shaped a teacher education program to give learning and experience to the notions of world views, images of man, and concepts of life. During the freshman and sophomore years students pursue general courses; in the second year, however, students take education courses and begin professional work in educational psychology, psychology of human development, and SRA lab work. In the senior and junior years, education students go into the methodology of various disciplines required of an elementary teacher. For example, in science, the method work is combined with a full-year's course in the science content generally found in elementary school programs. A large public elementary school in nearby Point Pleasant Borough serves as a laboratory for the language arts and reading methods courses. Four other schools provide lab opportunities in microteaching.

Glassboro State College
Glassboro, New Jersey

President
Mark M. Chamberlain

In the interests of academic relevancy, social concern, and individual advancement, the college has begun a *Head Start and Follow Through Supplementary Program*, designed to aid the poor, employed, experience-oriented adult. In line with the national program, the college program offers enrollment in college classes to low-income employees in local Head Start programs for increasing their skills and, in some cases, pursuing a college degree. Glassboro State has worked with five other two- and four-year institutions in the state. The program has these objectives: modifying college admission requirements to admit program participants as regular students; revising courses so they are related to field experiences; reversing when necessary the usual theoretical-practical course pattern; developing new techniques and materials derived from student needs; and changing program operation through continual evaluation.

Inter American University
of Puerto Rico
Hato Rey, Puerto Rico

President
Sol L. Descartes

In revising its education curriculum, the university has put emphasis upon pre-internship laboratory experiences for both elementary and secondary teacher candidates, offering them a considerably more varied program of academic and professional activities during the year prior to internship. The pre-internship laboratory experience follows an open and flexible structure, permitting the trainees freedom in deciding how they will operate individually and in groups. This structural design also permits choice of courses. The pre-internship innovation is part of the university's larger project, *An Open-Poly-Dimension Endeavor* which, in eliminating the old methods course, has added the wider features of affective dimension, role dimension, competency dimension, and process-product dimension. Participants are oriented toward the concept of openness in the teaching-learning situation and toward individual responsibility.

Kutztown State College
Kutztown, Pennsylvania

President
Lawrence M. Stratton

A program to promote careers in librarianship was initiated by the college's department of library education. Two approaches were developed: a local recruiting effort confined to a 50-mile radius of the college and a statewide effort supported by the Pennsylvania Library Association. In the second approach, students in the last two years of high school were alerted to the career opportunities in librarianship. The college held a three day Career Conference which featured films, panel discussions, field trips, workshops, and group meetings. Both recruiting team members and participating faculty absorbed their own expenses. Visits to the schools followed a pattern built around slide-talk presentations and question-answer periods. After each visit, a critique of team performance was held, noting weaknesses and strengths in the presentation. The recruiting project is credited with increasing the library education program enrollment.

Lake Erie College
Painesville, Ohio

President
Paul Weaver

The Program in Elementary Teacher Education at Lake Erie is designed to provide a maximum number of contacts with children through varied field experiences. The purpose, pursued within a liberal arts curriculum, features laboratory-oriented professional courses, internships in the broad field of education, and an experience in international living. The Winter Term Abroad for Juniors, a distinctive feature of the program, assures a dimension of breadth for the prospective teacher who joins the members of her class in a three-month experience of living in another culture. In one of the 11 study centers located in a European country, the student joins a family and attends university classes. Other parts of the program are: 100 hours of group work experience with children, individual research projects, internships, participation in the opening week of a school, full-time student teaching for a ten-week period, and concentrated study in the senior year, using a comprehensive research approach.

Lee College
Cleveland, Tennessee

President
Charles W. Conn

Lee College's education faculty, feeling that the students never see the nitty gritty problems which regularly confront teachers, began the *Preprofessional Inservice Program for Prospective Teachers* which stipulates that, prior to the professional semester, the education student spends 35 hours observing in one of the local school systems. Behind the program is the concept that the learner must move from concrete experience to more abstract generalizations. Teachers who have had direct experience with students in actual classroom situations are more adept at handling problems. Alternative roles to the student teaching experience in the senior year, such as tutors, teaching aides, or teaching assistants, are necessary to offer early field experiences. The program has accomplished five things: relief to the overworked classroom teacher, experience in the nitty gritty aspects of teaching, attention to children from deprived areas, teamwork by the college's teacher training division, and cooperation between the college personnel and the local school staff members.

Lesley College
Cambridge,
Massachusetts

President
Don A. Orton

Lesley College's *Core Curriculum* departs from typical professional programs in elementary, early childhood, and special education. Core, the central feature, is based upon a collaborative-process theory. Emphasizing integration rather than differentiation, the program merges and interrelates the campus courses, field experiences, and organizing ideas which are generally separated in traditional courses. College faculty, elementary school personnel, college senior teaching fellows, and other professionals work together as instructional teams. Participants are involved in a continuous interaction between theoretical and practical learning. Throughout four years, students actively participate in the elementary school classroom as aides, consultants, and teachers. The early and continuous involvement allows students to increase their understanding of children, develop teaching skills, and test new ideas. It also enables them to make better and earlier career decisions.

Mankato State College
Mankato, Minnesota

President
James F. Nickerson

Feeling that education can be bettered if it is made significantly different, Mankato State College decided to use its Wilson Campus School (K-12) primarily as a service school of the School of Education for experimentation, evaluation, and research. A flexible daily schedule was set up which accommodates the student with a choice of classes and optional attendance. An individualized instruction program was also implemented. During the two and one-half years of the program, the curriculum has changed from teacher-centered to student-centered and from class size to small groups. Students are able to choose when they study, what they want to study, and with whom they work. A major contribution of the program is its provision for an alternate model in educating students. Schools do not have to be organized around 55 minutes or mods of time. Teachers should be able to communicate with many kinds of students. This program makes it possible to do something about individual differences; it also enables teachers to become involved in the affective and psychomotor domains as well as in the cognitive. Emphasis is put upon what is learned rather than what is taught.

Metropolitan State College
Denver, Colorado

President
Kenneth Phillips

In an effort to experience the child, his problems and situations, the Metropolitan State College began a joint program with the Denver Public Schools in which education students from the college spend time in group discussions with psychiatrists, psychologists, school social workers, and the schoolchildren themselves. Through these sessions, the future teachers can be made aware that it is the entire life of the child which involves the teacher, not just the nine-to-three clock hours spent in the classroom. Through these sessions, the student teacher is made aware of the background from which a child draws his experiences and feelings. The program is part of the college's Education 316 course, "Learning and Teaching," requiring a future teacher to spend one morning or afternoon each week in the group discussions.

Moorhead State College
Moorhead, Minnesota

President
Roland Dille

Moorhead State's elementary teacher education program. The *Professional Fourth Year* (PFY) concentrates on the professional training of the final year.
Using the combination of on-campus learning modules with competency-based clinical experiences in area public schools, each segment is directed by teaching teams from the college and public school faculties. PFY faculty advisors, a weekly newsletter, and an executive committee give the necessary linkage between the campus and the public school settings. Through close communication, the student's learning/teaching experiences can be continuously modified, supplemented, or enriched to meet his specific needs. The final 12 weeks of clinical participation can be done within a variety of settings, including the Fargo-Moorhead public schools, the inner city schools of Minneapolis-St. Paul, minority group centers throughout the state, and international schools in Europe, Asia, and Africa.

North Adams State College
North Adams,
Massachusetts

President
James T. Amsler

North Adams has taken an interdisciplinary approach to its professional studies component. Specifically, the courses *Psychology of Learning* and *Principles of Teaching* have been combined. There has also been a pooling of professional talent in structuring the program components. In the first phase of the program, the student observes the child in many experiences and concentrates on the learning act. In the second phase, the future professional concentrates on the teaching act. Microteaching is utilized and groups of children are taught from the campus laboratory school. In the third phase, students have the opportunity for greater involvement in the laboratory school and in the learning-teaching process. Students are evaluated throughout the semester. The course structure itself is examined by a team of instructors, college administrative staff, students, and members of the laboratory school faculty.

Northern Illinois University
DeKalb, Illinois

President
Rhoten A. Smith

Using the block concept or integrated units of instruction, the elementary education faculty at Northern Illinois has developed a program which includes a physical plant, student teaching office, kindergarten lab, university laboratory school, reading clinic, and educational materials center.
The program has four parts: general requirements, the block sequence, related education courses, and an area of concentration in one discipline. Part three, the block sequence refers to a variety of connotations. First, a block of course content is offered in which the interrelationships of subject areas are stressed. Second, a block of coursework and laboratory experiences is closely related. Third, there is a specific block of time, equated with semester hour credit, in which a student is responsible to one block instructor. Fourth, a block of associated education courses is given concurrently with related courses from other departments.

Northern Montana College
Havre, Montana

President
Joseph R. Crowley

Jointly initiated and developed by the college's Education Division and the Havre Public Schools, the *Highland Park Project* is a shared service of individualized instruction. Features of the program are: individualized teaching in grades one through three, with two classes at each grade level; six intern teachers who have their standard teaching certificates and are taking coursework toward a master's; three supervising teachers implementing the program; college juniors in elementary education who are assigned as aides to the intern teachers while concurrently enrolled in a methods course; and a college representative who works closely with the school as a curriculum consultant. Graduates of the project are assimilated into other schools to encourage the concept of individualization. Also, relevancy between practice and theory for the elementary majors is gained through the public school experiences. For the local school district, the additional personnel are welcomed at no additional expense.

Pennsylvania State University
Middletown, Pennsylvania

President
John W. Oswald

The Elementary Education Program provides a two-year upper division curriculum designed to prepare teachers for inner city classrooms. Program participants are expected to develop approaches to teaching which are flexible, individualized, reality-oriented, and child-centered. The major emphasis is upon a junior year block sequence of courses entitled Basic Preparation for Teaching—a team taught, individualized, interdisciplinary sequence which features 45 days of field experience. Placements are made in three different city schools at various grade levels. The focus during the field experience progresses from an initial emphasis upon a one-to-one tutoring role to a small group teaching experience and, finally, to full classroom instruction. Required courses are structured around the field experience. The student is free in his senior year to broaden his education through coursework in other disciplines, to develop a specialization in one or more elementary subject areas, or to complete additional student teaching work.

PMC Colleges
Chester, Pennsylvania

President
Clarence R. Moll

As a replacement for the traditional college preparatory courses in mathematics or science, the *Preview of Modern Concepts in Engineering Program* has developed a one-year course in modern engineering concepts for college-bound high school juniors and seniors. The course stresses the impact of technology upon society; it clarifies certain concepts concerning roles and responsibilities of engineers, scientists, and non-technologists; and it generally reinstates technology in the schools following the upgrading and "purification" of the science and mathematics curricula of recent years. The program demonstrates how neighboring schools, working under the leadership of one college, can present an effective way to generate secondary school curricular materials. The program was developed by the PMC colleges in cooperation with a pilot group of area school administrators and teachers. Participating teachers have experienced a significant upgrading of their teaching skills and better understanding of the subject matter.

Rhode Island College
Providence, Rhode Island

President
J. F. Kauffman

The department of counselor education at Rhode Island College has initiated a new program for small group counseling and for educational and vocational information and placement. An intensive screening experience in selecting trainees was begun, and students were immediately introduced to a practicum experience upon entering the program training sequence. The program for an M.Ed. degree in counselor education includes a minimum of 30 graduate hours of coursework, with at least 24 of these hours in the major subject. The entire departmental sequence in counselor preparation focuses upon the life style of the student as the foundation for skill development rather than skill development based upon theoretical knowledge. The trainee continually undergoes evaluation to insure effectiveness. At the end of the 30-hour program, he must successfully complete a written comprehensive examination covering the various theories of counseling.

St. Edward's University
Austin, Texas

President
Edgar Roy Jr.

Defining its new Center for Teaching and Learning as a concept rather than a building, St. Edward's has developed the facility to coordinate a university-wide program for the preparation of teachers and to improve undergraduate instruction. Emphasized is the joint relationship between the academic faculty and the teacher education faculty in training teachers. Under the center's concept, students preparing to become teachers enroll in the academic departments and follow programs planned jointly by the academic and education faculties. The director of the center is assisted by the university's Teacher Education Council and by teachers and administrators on the Public School Advisory Committee on Teacher Education. Making the major change from a division to to a center has brought a closer working relationship among the academic, public school, and education faculties.

San Fernando Valley
State College
Northridge, California

President
J. W. Cleary

Applying an activity orientation to the laboratory approach, the college's special program trains secondary mathematics teachers. Two math labs have been established in Los Angeles junior high schools, one in an inner city environment and the other in a predominantly middle class community. They are jointly staffed and administered by college faculty, public school math teachers, college computer center staff, and representatives from industry. The multi-component labs explore new teaching/learning strategies, evaluate the effectiveness of various lab components, create a computer monitoring program for student needs, and measure the program's effects on the San Fernando Valley community and the Los Angeles public school system. As the student teachers work directly with junior high students in the labs, they must examine and document the laboratory lessons. From this material comes information for self evaluation. In addition, college and public school supervising teachers evaluate the student teachers' performances, providing feedback on the lab program's general effectiveness.

Slippery Rock
State College
Slippery Rock,
Pennsylvania

President
Albert A. Watrel

Southern Illinois
University
Edwardsville, Illinois

President
Robert G. Layer

Stanford University
Stanford, California

President
Richard W. Lyman

Project Encounter is a pre-student teaching experience to give the prospective teacher some primary insight into the profession's diversity through a fusion of theoretical and practical methodology. This insight is gained primarily through the application of current methodology in direct field observations and first-hand teaching experiences in selected inner city, rural, and suburban schools. At the core of the project is the assumption that cognitive and affective processes are inseparable at any teaching level. The program has three divisions: Phase I is a four-week encounter encompassing the block of time and interdisciplinary approaches. Here the candidates first become participants in a human relations laboratory. Their cognitive proficiency is intensified in large and small group sessions; Phase II is a 12-week period of actual elementary school experiences coupled with related methodology and human relations seminars, during which the candidates progress from observation to full teaching. Phase III is a period of evaluation.

Pinpointing needs for new approaches and their effective implementation, the Southern Illinois Education Division has set up a multiphased program to break out of the traditional mold. Under a multidisciplinary training system which emphasizes performance criteria as the basis, the component of all the program phases is training in practice. Two projects were undertaken establishing a microteaching laboratory and instituting an experimental *Interdisciplinary Teacher Education Program* (ITEP). The microteaching units are closely keyed to materials presented in the general methods course. The second project involves a faculty team, representing seven different professional areas, who work with a mixed group of 45 elementary and secondary education students. Special features are team teaching, block scheduling, and student involvement in content determination and in the design of field experiences.

Stanford University's project, an integral component of its *Secondary Teacher Education Program* (STEP), focuses upon the human side of the teacher, particularly roles, aptitudes, and instructional functions. Project goals cover: (1) training pre- and in-service teachers to work in instructional teams; (2) improving pupil achievement; (3) involving the local community; and (4) developing a curriculum for team instruction. Team members include interns, associates, and experienced teachers. Each team works in one of the three public schools involved in the project. An evaluation model, derived from systems analysis is used to reduce the complex interaction of role-function-aptitudes into manageable units. These units can then be evaluated at three levels of decision making: project, institutional, and extra-institutional. One outcome of the project has been the development of group process problem-solving protocol materials specially designed for teachers who are learning to work in instructional teams differentiated by teaching role and responsibility.

Texas A&I University
Kingsville, Texas

President
James C. Jernigan

Texas A&I's *Laboratory Experiences in the Elementary Schools* provides a link between required professional study and student teaching. Within the junior year, the student participates in an ongoing curriculum at the elementary school level and gains perception in student teaching. Such laboratory experiences at the pre-student teaching level help the education faculty to predict success in student teaching and to identify in advance professional skill deficiencies. As "junior assistants," the students function as paraprofessionals and instruct individual children or small groups. They should be able to analyze pupil behavior for the purpose of curriculum development, observe teacher behavior in order to have a realistic conception of elementary school instruction, discern socially approved activities and guide the children's learning within that framework, perceive multigroup organization, and participate in clerical tasks.

Texas Woman's University
Denton, Texas

President
John A. Guinn

The Bilingual-Bicultural Teacher Education Project seeks to identify capable, bilingual Mexican-American college students and provide them with training to teach in inner city elementary schools whose students are predominantly Mexican-American. It is also designed to enhance the cultural and linguistic heritage of the Chicano while educating him to compete successfully in an Anglo-American culture. Project participants conduct English and Spanish classes in the community, assist in organizing parent study groups, and volunteer for work with welfare and service organizations. Innovative parts of the project are: individualized curriculum programming, microteaching, extended field experience, and use of performance-based criteria in evaluation. The project also uses qualified lecturers and other resource persons from the Spanish-speaking community as well as professionals who help interpret research concerning the education of disadvantaged Mexican-American students.

Towson State College
Baltimore, Maryland

President
James L. Fisher

In an effort to make college methods courses in education more meaningful, Towson's *Field-Based Methods Courses in Teacher Education* is taking the courses off-campus, using the public schools as a laboratory setting. Three elementary methods courses, given as a block and coordinated with student teaching, have been offered only in off-campus locations; several secondary education courses that precede student teaching are offered in the public school setting. More courses are to be scheduled off-campus. Advantages of teaching methods courses out in the field rather than in the college classroom are numerous: the richness of situations to illustrate ideas, the immediate chance for students to illustrate these ideas, the currency of information and challenge, and the cooperative experience with school personnel in planning and implementing the program. Courses are developed largely on an individual basis so students can explore concepts and areas of competency at the time they experience them.

United States International University
San Diego, California

President
William C. Rust

With the idea of recruiting liberal arts graduates representing a variety of ethnic backgrounds and a diverse range of interests into the elementary teaching profession, the *Prospective Elementary Teacher Program* (PET) was begun two years ago. PET was designed and then developed to accelerate learning through individual and group research that is open and flexible. After a summer and an academic year of educational foundations and methods, participants go into two contrasting elementary schools for 10 weeks and react to problems and solutions, cooperating with the regular staffs. Those completing the PET program receive a state teaching credential and an M.A. in the area of human behavior. In followup studies of the careers of program graduates, these PET factors were cited as most helpful: sustained personal interaction, rapid group cohesiveness, accessibility of the professor, emphasis on the individual, and realistic preparation for the teaching experience. In 1970 the university initiated four undergraduate programs built upon the PET model.

University of Arizona
Tucson, Arizona

President
Richard A. Harvill

In order to retrain teachers in educating disadvantaged and minority group children, the Arizona Center for Early Childhood Education has developed a program which provides training and services necessary to implement a project in early education. The program, *The Tucson Early Education Model* (TEEM), began as an effort to help young Mexican-American children who were not mastering the skills needed for school. Focusing on skills, attitudes, and learning processes, the program uses materials and experiences relevant to the children's needs. TEEM also calls for a new orientation in psychological services and for greater parental involvement. It has proven flexible enough to be used effectively with young middle class children. Because TEEM calls for new behaviors from adults interacting with disadvantaged children rather than a highly structured format dictated by a set of materials, teacher retraining is central to its effectiveness. The model is being used in 19 Follow Through communities and three Head Start programs.

University of Colorado
Boulder, Colorado

President
F. P. Thieme

The university's School of Education joined with the Cherry Creek School District in a teacher education program which features close cooperation between the campus and nearby schools, involving extensive laboratory and work experiences and the use of student instructional assistants and interns. Emphasis is placed on the commitment to teaching. An instructional assistant, part of a new dimension in the teacher education program, spends time as an assistant to a public school teacher before he begins student teaching. For the elementary education student, the teaching experience can extend beyond school situations into Headstart, day care centers, or the Air Force Academy's Learning Center. Under the program, a student goes into a fifth year of internship after which, he earns degree and certificate. A sixth and seventh year for participants has been projected during which full-time students would be resident teachers in selected schools and have the status of certified teachers. They would take one or two graduate courses each semester toward an M.A. At the end of the seventh year, the M.A. would be completed and the graduate would be a full-fledged career teacher.

University of Illinois
at Chicago Circle
Chicago, Illinois

President
Norman A. Parker

Speaking to the problems of urban teaching, the *Cooperative Program in Urban Teacher Education* (CPUTE), a micro design for a larger system of teacher education, serves as a vehicle for testing innovative practices. Working together are the university's School of Education, selected neighborhood schools and the larger school community. Underlining the CPUTE model were these considerations: individual differences, understanding subcultures, broad-based planning, diversity in roles, effective feedback through open communications, involvement of students and faculty in the public schools and in the community, and small group interaction. The cooperative planning processes provided by the CPUTE Model are an advisory committee, a working committee, and a learning center at each selected school. Policy statements from the advisory committee and curricula from the working committee become the point of departure for the learning center, which serves as the locus for cooperative development of innovative practices. CPUTE, a teacher preparation program in miniature, functions as a lab situation small enough to incorporate innovations quickly and allow systematic observation of their effects.

University of
Massachusetts
Amherst, Massachusetts

President
Robert Wood

Using a behavioral frame of reference, the university's School of Education has developed a curriculum in human relations, *Human Interaction* (HI), with the primary objective in mind of training teachers to act freely and spontaneously. Building from materials in sensitivity training, traditional human relations programs, and behavioral psychology, HI provides a systematic, graduated set of human relation exercises. There are three steps: trainees first demonstrate their ability to perform a specific behavior; then they practice the behavior or use it in their daily life; and, finally, they teach some aspect of the learned behavior in the University Laboratory School. Unlike most human relations training programs which are isolated from the regular curriculum, the HI program bridges the gap between personal experience and public practice. Programmed texts, audiotapes and videotapes, and individualized and group procedures are used in the program. The "do-use-teach" approach develops skills in coping with human relations.

University of Montana
Missoula, Montana

President
Robert T. Pantzer

Working with nearby school districts, the School of Education has evolved *School-University Coordinated Centers for Enriched Educational Development* (SUCCEED) for both teachers-in-training and for pupils in the school systems. Guiding objectives for the program can be expressed in terms of providing students with extensive opportunities to explore teaching fields, to develop education/job success, to clarify theoretical principles, to gain attitudes for effective teaching, to increase a sense of responsibility and maturity, to develop self-confidence, to progress in chosen teaching fields, and to provide employment references and contacts. Participating school districts provide assignment and supervision through administrative personnel. In essence, the successful elementary experience curriculum procedure is rooted in a university teacher-training program at an operant and behavioral level for the participants.

University of Northern Colorado Greeley, Colorado President Darrell Holmes	University of South Florida Tampa, Florida President Harris W. Dean	University of Wisconsin Madison, Wisconsin President John Carrier Weaver
Under the university's *Teacher Training Experience for Inner City Schools*, a pre-student teaching program, academic experience is offered under the professional core courses and field experience gained by teaching in inner city schools. Students receive 18 quarter hours of credit for the program. It begins with a one-week camping trip into the Four Corners area of the Southwest during which the students visit the Bureau of Indian Affairs and community schools on the Navajo and Zuni reservations. Then, three weeks are spent in the field trips to the Denver inner city setting and in study on the university campus. A five-week live-in experience follows: students are housed with families whose life styles differ significantly. The final week is evaluative of the quarter's experiences. In order to involve the communities more closely, a community advisory board was established in each of the neighborhoods where participants were living and working.	Recognizing urban school problems as urgent, the University of South Florida, in its role as the only urban state university in Florida, has created a doctoral program for preparing researchers. Added to the customary competencies were such interdisciplinary programs as urbanology, demographic analysis, varied social science methodologies, systems approaches, management principles, and a cross section of elementary education areas. Under the program, participants spend part of an academic year as interns within an urban school system or with an agency such as Model Cities. The program varies in accordance with background of the candidate. Requests for research services by public school research divisions call for broader skills and understandings than the typical research training programs can now provide. Training good educational researchers requires preservice experiences that enable them to select and apply a wide variety of research principles and practices to satisfy needs for various levels of information needed by public school systems.	Revamping its Graduate Intern Program for more field experiences, the university interwove the following elements: modular method courses, a general seminar, laboratory and clinical experiences, and a team teaching approach. The modular approach of the program features intensive study of the content and methodology of a single subject. In the daily general seminar, participants deal with teaching strategies, planning and evaluative techniques, general methods, and other instructional elements. During the laboratory and clinical experiences, students plan and hold individual reading conferences, experiment with small group spelling instruction, and develop observation techniques. The team teaching aspect uses university professors and instructors, graduate students in teacher education, and carefully selected public school teachers. Under the old program, graduate interns received little or no actual classroom experience before taking on full classroom responsibility.

University of Wyoming
Laramie, Wyoming

President
William D. Carlson

West Chester
State College
West Chester,
Pennsylvania

President
Paul W. Rossey

Western Carolina
University
Cullowhee, North Carolina

President
Alex S. Pow

Addressing itself to needs within the state, the College of Education has developed in-service programs or courses using videotapes and the Victor Electrowriter Remote Blackboard (VERB). The program was welcomed by students and teachers. The only four-year institution in Wyoming is located in the extreme southeastern corner of the state. Also, long, cold winters make traveling difficult. Under the program, two semester units of graduate extension credit are offered students and teachers in the county's elementary and secondary schools who receive tele-lectures. Each session begins with the showing of a one-hour videotape prepared by college personnel at the University of Wyoming TV studio. Then, the tape is broadcast by cable TV systems throughout the state to program participants. It is also available through the local educational TV channel. Participants then meet in VERB studios in their communities for a session with the instructor.

Defining the teacher as a professional who analyzes the classroom situation, then prescribes and effects a set of strategies to cause behavior changes in the learner, West Chester State College has designed a student teaching experience which provides the novice teacher with a set of tools. In using these tools, the student teacher is held accountable for his behavior and for that of the learner in his classroom. As a result of the teaching experience, the student should be able to integrate the theories and experiences; he should have a clear view of himself as a person, of his potential as an agent of change, and of the classroom situation. The teaching experience runs for a full semester, carrying 12 hours of credit. In the program, the student teacher concentrates on the following technical skills: to write instructional objectives in behavior terms, to evaluate micro and macro teaching behaviors, to use effective testing, and to apply other specified skills.

For the purpose of providing options to education majors and to the regional schools, the university's School of Education and Psychology has evolved a diversified program of laboratory experiences. Four types of teacher education experiences at the third-year level and eight at the student teaching and internship levels are offered. Experiences vary from full-year, paid internships to student teaching in overseas schools. The internship programs, for example, integrate education coursework with actual teaching experience, give the intern an in-depth teaching experience, allow the intern to participate in school activities for the full year, assist the public school systems in lowering the adult-pupil ratio, and explore the most effective methods for the education of teachers. As an example, the university has worked out a team teaching transitional program with the State Department of Public Instruction, six neighboring public schools, and the National Teacher Corps.

William Paterson College
of New Jersey
Wayne, New Jersey

President
Karge Olsen

Realizing that the need for properly educated teachers in urban areas is unprecedented today, Paterson College has developed a program of academic preparation and supervised field experiences for the new urban teacher. Field experiences include student teaching, classroom observation, participation in school activities, work as aides, observation of community institutions, and early involvement with high school students. Twenty-two senior volunteers in the social studies area were assigned to Passaic and Paterson high schools. The program schedule covered one week for orientation and planning on campus, five weeks of combined coursework and field experiences, eight weeks of student teaching, and two final days of evaluation. During the student teaching portion, participants spent fifteen sessions discussing problems with their college supervisors. A strong feature of the program is the blend between methods coursework and field observation.

Winona State College
Winona, Minnesota

President
Robert DuFresne

The college's education department has begun a consortium with selected school districts in southeastern Minnesota designed to upgrade the remedial reading program offered by the department, to aid the student teaching program for experienced teachers without degree, and to provide diagnostic and corrective reading centers throughout the area. The consortium's long-range goal is that each independent school district in southeastern Minnesota could be given the opportunity and guidance to establish and maintain its own local diagnostic and corrective reading center. Provisions include: diagnostic, prognostic, and preventive programs in reading for children; a more realistic practicum center for training elementary remedial reading certification candidates; and a laboratory for in-service training of regular classroom teachers and experienced non-degree teachers. These centers have the potential of offering a broad base for cooperative experimental studies in preventing reading problems.

Winthrop College
Rock Hill, South Carolina

President
Charles S. Davis

With the help of regional school districts, the college has established a cooperative public school program for preparing instructional team leaders. Three objectives were pursued: provision for a master's level program designed to train selected elementary teachers as guidance-instruction specialists; orientation of the general faculty to the program's philosophy and procedures; and organization of the project schools toward the use of multi-units. Components suggested by the Phase I Projects of the U. S. Office of Education were incorporated into the program: individualized learning, center of inquiry teaching approach, and multi-unit organization using team teaching, nongraded classification, and individually programmed instruction. Three local project schools were selected on the basis of administrative leadership, size, commuting distance, and racial mixture of faculty and students. Campus and school based workshops were conducted by college staff members.

Wisconsin State University
La Crosse, Wisconsin

President
Kenneth E. Lindner

During a time when clinical experience for the education major is being emphasized, the problems of assignment and supervision inevitably follow. Assignment of student teachers to one class, one setting, and one teacher does not yield a broad set of field experiences. To avoid this situation, Wisconsin State at La Crosse has evolved a model, *Education Center for Science*, which, through its flexibility, can serve the needs of both preservice and in-service training. Teachers would use the center for materials and teaching experiences. Also, it would be a demonstration area for curriculum. A second model to lessen the problems of assignment and supervision in student teaching is a *Center for the Educational Professions* which would evaluate teacher education activities, support research, disseminate new ideas, develop and evaluate field experiences, and organize in-service activities for teachers and administrators in the field.

Wisconsin State University
Oshkosh, Wisconsin

President
R. E. Guiles

In an effort to help under-achieving students and to improve student attitudes toward higher education, the university began the *Personal Development Seminar*. Each semester, approximately 900 freshmen in the School of Education participate in the all-university seminars which are taught by 35 to 40 professors. Utilizing experiences gained from the project, the School of Education is now experimenting with the Personal Development Seminar for each of the 1800 freshmen students who annually enroll for the Orientation to Public Education course. Other results of the project have been the establishment of a university academic success committee, the operation of a two-week three-credit workshop in the summer for incoming probationary students, and the opening of a student cooperative learning center by some of the original project students.

Wisconsin State University
Stevens Point, Wisconsin

President
Lee Dreyfus

The Laboratory School has developed a *Learning Disabilities Education Program* for teachers of children who have a perceptual impairment. Such a handicap can be corrected when coordination, laterality, and space orientation problems are treated in conjunction with a developmental academic program. Early in the sophomore year, every student in the teacher education program takes both university classroom theory and accompanying clinical practicum with the children in the University Laboratory School. A high percentage of these youngsters have learning disabilities of a perceptual nature. This sequence of experiences utilizes an eclectic approach, incorporating the best methods and materials put forth by the leading authorities in the field of learning disabilities. The program extends until the student teaching experience.

Wisconsin State University
Whitewater, Wisconsin

President
William L. Carter

To give student teachers the facility for operating audiovisual equipment and to encourage use of the materials by all College of Education majors, the *Auto-Instructional Laboratory* came into being. Learning the operation of audiovisual equipment in the lab has eliminated the audiovisual methods course. Despite the increasing demand from schools that teachers know how to use audiovisual materials, the university found that many educational students did not elect to take a course in audiovisual methods. Therefore, all education students are now required to gain a proficiency in the Auto-Instructional Lab prior to student teaching. Each student teacher must now master the operation of 14 items of audiovisual equipment. Those who elect to take an audiovisual methods class can use the lab to complete the equipment operation requirement. The other education students must use the lab to gain competency while enrolled in the education methods class.

Wittenberg University
Springfield, Ohio

President
G. Kenneth Andeen

The university, in cooperation with the Springfield city schools, has developed an *Instructional Aide Program* under which its students enrolled in designated education courses can serve as instructional aides in the schoolroom. The program grew out of the belief that education students need to become involved with public school children and school personnel prior to the student teaching experience. With this early introduction, students have the opportunity to become more perceptive in the teaching relationship or they can reach the realization early that they might not want to go into teaching. The Springfield city schools benefit from the aide program: teachers are free to give more individualized attention. As instructional aides, the education majors are assigned to the classroom, playground, or lunchroom. They also help prepare instructional materials and operate audio-visual equipment. Students generally devote one half-day per week to working in the public schools.

Special International Award

Wayne State College
Wayne, Nebraska

President
William A. Brandenburg

The Special International Award for Excellence in Teacher Education for 1971 is presented to Wayne State College for its *Nebraska-Scandinavian Summer Institute* which has stressed international understanding in its exchange program. In the midwestern plains area which in the past has symbolized the heartland of American isolationism, the Nebraskan college, cooperating with three sister colleges, formed the institute to enable exchange between American and Scandinavian students and teachers.

During 1969, the initial year, 32 teachers and students representing 25 communities in the state went to Scandinavian countries. Twenty-eight of these were elementary and secondary schoolteachers in the humanities and social sciences and four were outstanding seniors from the Nebraskan colleges Wayne State, Peru, Chadron, and Kearney. The institute set these goals: (1) to strengthen the intellectual community of the state through an enrichening educational experience, (2) to enable students and teachers from the United States to understand the interrelated forces which have produced today's world and which are shaping tomorrow, and (3) to deepen an understanding of American institutions by comparison with and contrast to those of foreign countries—in this case, the Scandinavian countries Norway, Denmark, and Sweden.

In the summer of 1970, 100 Scandinavian students and teachers came to the Wayne State campus to take part in an American Civilization project.

The institute emphasizes an interdependence between the Atlantic community and the United States. On the one hand, individual lectures and courses underscore the North Atlantic theme in military, economic, and political affairs and, on the other hand, individual lectures and formal courses present broad prospectives on Scandinavia's cultural and social history, particularly those contributions to their heritage which are common to the heritage of the United States. One Nebraskan participant summed up the experience of journeying from the heartland of America to the Scandinavian setting: "We have been taken from what is a very small world for many of us and been exposed to new people, customs, climate, and geography. Instead of living under the same pattern of life, we have seen how the Scandinavians live and have at least one different aspect with which to compare our own civilization."

Alabama Agricultural and Mechanical University
Normal, Alabama

President
Richard D. Morrison

Under the auspices of the International Association of Educators for World Peace, the university has projected a *Program of International Education* with these objectives in mind: to investigate how to improve man's ability to live at peace and to educate world citizens for peaceful coexistence and cooperation. In directing such a worldwide program, the university would encourage the development and use of peace research, seek through constant educational improvement to help individuals resolve conflicts, use mass media in maximizing cooperation and conciliation, and advocate the creation of United Nations universities for justice, peace, and progress. The International Association of Educators for World Peace, under which Alabama A&M's projected program was evolved, has over 600 members from 42 countries.

Andrews University
Berrien Springs,
Michigan

President
Richard Hammill

Adopting the theme "A Focus on International Understanding" during the 1970-71 academic year, the university education curriculum and activities reflected this concern. A *Work Conference in Christian Education Theory* brought representatives from Australia, China, the Philippines, the Republic of South Africa, Lebanon, Malawi, and Iraq to the campus. One course offered comparative education. Weekly panel and study discussions were held in French, German, and Spanish. Monthly forums were given. A handbook on international education was compiled from out-of-class student reports and presentations. Campus seminars considered significant topics, including reports from students who had participated in the *Colleges Abroad Programs* from Europe (France, Germany, Italy, and Spain) and the Near East (Lebanon).

Bowling Green
State University
Bowling Green, Ohio

President
Hollis A. Moore Jr.

To facilitate international understanding and education, Bowling Green State's College of Education has implemented a student teaching exchange project with selected American binational schools in Sao Paulo and Campinas, Brazil and the Catholic University of Sao Paulo. Begun in spring of 1968, the project has enabled the university's students majoring in elementary, secondary, industrial, and special education to take on student teaching responsibilities in one of three Brazilian schools. A second part of the project has brought Brazilian normal school graduates to the Bowling Green State campus to broaden their professional skills or has given them the chance to attend in-service courses given at the binational schools and staffed by faculty members of Bowling Green State University. The three parts of the program—Bowling Green State, the binational schools, and Catholic University—have cooperated in research in cross cultural studies on the various relationships between subcultural values, educational development, and social change.

College of Steubenville
Steubenville, Ohio

President
Very Rev. Kevin R. Keelan

Viewing a teacher's role as one that must be adjustable to the world in which his students will be living, the college set forth these objectives to promote international and intercultural understanding: improvement of teaching methods, development of educational organizations, better professional training of teachers, encouragement of teachers to serve better the interests of youth, and promotion of closer relationships among teachers in different countries. Under its *International Education Interim Programs*, students from the college have been participating in an independent study program on international education and intercultural understanding. Headquartered at Manaus, Amazon Territory, Brazil, the project is being coordinated with the University of Manaus as well as with educators and missionaries in that area. The students in the program are engaged primarily in research, visiting southern Brazil and other countries.

Dakota State College
Madison, South Dakota

President
Harry P. Bowes

In honor of International Education Year, the college—which does not have a formal program in international education—emphasized a number of special activities. The students at Dakota State come from small towns and have a rural orientation; many of them have traveled no further than Pipestone, Minnesota, or Sioux City, Iowa. Recognizing the importance of international education, the college has encouraged campus visitors from foreign countries, notably Poland, Thailand, South Vietnam, Australia, and Canada. In the fall of 1969, a panel of university experts presented a Latin American Symposium on the campus. A year later, the president of the Middle East Institute addressed the college on the Middle East's role in the United Nations during the UN 25th anniversary observance. Recently, the college was assigned two administrative interns from the Republic of Nicaragua under the AACTE foreign administrative internship program. In 1970—for the first time—two foreign students, one from the Netherlands and the other from Belgium, were enrolled at Dakota State.

Eastern Michigan University
Ypsilanti, Michigan

President
Harold E. Sponberg

Eastern Michigan's *Faculty-Student International Exchange Program* involves an exchange of faculty and students between the university and two English Colleges of Education, Berkshire in Reading and Coventry. The student exchange, one semester in length, is limited to juniors who are pursuing a professional teacher education curriculum; their English counterparts, also in teacher education, are second-year students in a three-year program. The faculty exchange, one year in length, is open to all departments of the three institutions. Each exchange professor teaches, serves on the exchange committee at the host institution, and advises exchange students from his home institution. Eastern Michigan's exchange with Berkshire began the program in the fall of 1966; the exchange with Coventry started last year.

Kansas State Teachers College
Emporia, Kansas

President
John E. Visser

Moorhead State College
Moorhead, Minnesota

President
Roland Dille

Oklahoma State University
Stillwater, Oklahoma

President
Robert B. Kamm

Together, Kansas State Teachers College and La Universidad Industrial de Santander, Bucaramanga, Colombia, embarked on an exchange agreement of students and faculty. The affiliation has enabled 20 young Kansas State Teachers College professors and students to attend the Universidad de Santander for work on graduate degrees. Thirty Colombian students have attended Kansas State Teachers College classes in such fields as art, language, and Latin American culture. In addition, professors and administrators from both institutions have exchanged visits on consultative projects. Kansas State also acts as liaison for Kansas State University, Manhattan, and the University of Kansas in similar exchanges.

Under the *Student Teaching Abroad Program*, Moorhead State offers student teachers the opportunity to complete their clinical experiences in member schools of the International Schools Association. During the summer, the college, then, is host to guest professors from abroad. Screening for the student teachers is rigorous. The emphasis on clinical experiences in the program has resulted in three major strengths: it is an innovative field experience in its international dimension; it is a working example of cooperation among a number of higher educational institutions, though the program is based on a single campus; and it is a program that promotes international understanding at both the cognitive and affective levels.

An Oklahoma State University team of six industrial education specialists, working in close cooperation with the Thai Ministry of Education and the United States Agency for International Development, are advising in the development of Thai trade and industrial education. With the project presently in Phase I, advisors from Oklahoma State are involved in curriculum revision and teacher preparation. Fifteen Thai educational institutions are benefiting from the project: 14 are trade and industry vocational schools and one is a vocational education teachers college. Six fields of instruction are of primary interest: automotive mechanics, building construction, industrial electricity, machine tools, radio, television, and electronics, and welding and sheet metal. Each Oklahoma State educational specialist works directly with a Thai teacher educator from the Thewes Vocational Teachers College in Bangkok.

San Francisco State College
San Francisco, California

President
S. I. Hayakawa

In 1961 San Francisco State College was selected by the United States Agency for International Development and the government of Liberia to provide a contact group of educational technicians. The technicians would have two tasks: to develop a charter for establishing an intermediate level of school administration and to train Liberian educators to administer and staff this intermediate unit. The San Francisco State advisors assigned to the tasks have been assisted by Liberians serving as school coordinators, specialized consultants, and support personnel. In effect, the advising team from San Francisco State operated the schools while the Liberian Department of Education retained control of personnel and fiscal policy. By 1967, with the appointment of a council, a charter for the Monrovia Consolidated School System was implemented, followed by staffing.

Towson State College
Baltimore, Maryland

President
James L. Fisher

Towson State's *Study Abroad Program* in early childhood education has concentrated on mutual learning experiences rather than a one-way street of passive observation. The rich fabric of interchange and college's program derives both from a strategy of progressive development and from a philosophy of international education that differs from traditional models. Members of the Towson faculty have studied, toured, consulted, or taught in the countries receiving Towson State students. From their knowledge, they can develop an itinerary of learning experiences for the students. They arrange exchange faculty visits between Towson teacher educators and those of foreign countries who are interested in a mutual program. Presently, arrangements have been made with England, Israel, Mexico, and Australia.

University of Alabama
University, Alabama

President
F. David Mathews

During the past decade, over 300 students have participated in the *International Student Teaching Program* at the University of Alabama. The program started as an effort to provide experiences for student teachers so that they could better understand international/ intercultural education. Prior to teaching in the host countries of Mexico and Latin America, the participating students attend orientation sessions and language seminars. During the student teaching semester, they gain experience in Alabama schools for several weeks before their foreign assignment. Supervision of student teaching experiences abroad is cooperatively accomplished by a University of Alabama faculty member and binational school personnel. Upon their return to the Alabama campus, the participants attend seminars in order to evaluate their experiences. The program has recently been expanded into a total segment in international education.

University of Connecticut
Storrs, Connecticut

President
Homer D. Babbidge Jr.

The University of Connecticut-Keswick Hall College exchange program is a seven-week experience which offers British and American students and faculty the opportunity to learn first-hand about the education and culture of another country. Of prime importance is the conviction that an international dimension is of vital importance in a modern teacher education program. Features of the program are: direct involvement and participation of students in elementary schools in the host countries; opportunities for crosscultural understanding through the "host family" plan and visitation program; and the cooperative fiscal investments of local schools and the university without outside funding. The program began in 1968 with 13 students participating from each college. It has been offered continually since that time, with the number of students growing to 30 per year.

University of Utah
Salt Lake City, Utah

President
James C. Fletcher

Since June of 1962, the university, in conjunction with the United States Agency for International Development and the Ethiopian government, has helped to build a faculty of education at the Haile Sallassie I University in Addis Ababa, Ethiopia. The assignment has included two projects. Project one covered the preparation of junior-secondary and secondary schoolteachers, teachers to staff the Teacher Training Institutes, and supervisors and directors. Project two covered the preparation of technical and industrial education teachers for secondary and technical schools in Ethiopia. The program will be completed by this year when an Ethiopian with a Ph.D. in technical education will become chairman of the technical teacher education department and other Ethiopians who are presently studying in the United States will staff the department.

Wittenberg University
Springfield, Ohio

President
G. Kenneth Andeen

Through the International Schools Association, the university is able to offer study or student teaching abroad. At the present time, nine established programs, including three of student teaching abroad, are available to the Wittenberg student. During the 1969-70 academic year a total of six students were placed in foreign schools. A major concern of the program has been the selection of those who are vitally interested in student teaching in a different culture. Most of the program participants, despite the initial adjustments to a different culture, have been impressed by the degree of involvement in planning for learning experiences. Also the university serves as liaison between other Ohio colleges and universities and the International Schools Association.